

We offer several key takeaways from our research on teachers' advice networks and elaborate on how they connect to other elements of the coherent instructional system. First, **the distribution of expertise matters**. In particular, teachers need access to colleagues with expertise in order to learn from their interactions. Further, teachers need to know about their colleagues' expertise if they are to make informed decisions about advice seeking. However, it is also important to consider the different forms of expertise. Some forms of expertise are more commonly known by school staff (e.g., expertise in improving student achievement) whereas other forms of expertise only become known through interactions or experience (e.g., mathematical knowledge for teaching, views of students' current mathematical capabilities, sophistication of instructional practice). For example, in the illustrative network in figure 8.3 above, it could be that the teachers are unaware of the depth of their colleagues' mathematical knowledge for teaching, and it might be therefore not have factored into their decisions about advice seeking. However, school leaders' actions can make this and other less visible forms of expertise more visible. For example, asking teachers to observe one another teaching can make the practice of accomplished colleagues more visible. In addition, a coach who teaches a teacher's students can make the students' current capabilities more visible. If teachers are made aware of particular forms of expertise and school leaders communicate that those form of expertise are valued, they may be more likely to use that information to make decisions about advice seeking, and then be more likely to learn through their advice-seeking interactions. (Cobb et al, 2018\*).

*\*Systems for instructional improvement: Creating coherence from the classroom to the district office, Harvard Education Press*

**What do you take from this text?**